

# THE MASSACHUSETTS TEACHER.

[MISS ANNIE E. JOHNSON, Editor for April.]

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VOL. XXVI.

APRIL, 1873.

No. 4.

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## *AYUKE AT SCHOOL.*

SAUNTERING about the streets of Macao twenty years ago, I used to pass a certain spot where a daily phenomenon excited my curiosity and demanded investigation. A sharp chorus of young voices issued from a loft over a carpenter's shop, and with such stunning effect as to drown all the thumping and scraping of the tools plying beneath. I was not long in discovering that this was a school,—the regular, genuine Chinese institution,—droning its dull round from one year's end to another, without vacation, without Sabbath rest, with no intermission save a rare holiday, plodding its dreary way onward over the track which little bare feet had pattered for two thousand years, and which apparently might, like Niagara, go on just so with "nothing to hinder" down to the end of time. And this chorus of voices, whose sharp pulsations on the hot air must have made it still hotter by sheer friction, was chanting the daily task from the famous Trimetrical Classic, with which Chinese children begin their Sisyphean scramble up the hill of knowledge. I mean Chinese boys; for the girls get none of the tuition their brothers receive, and accordingly escape the poundings with which the dearly-bought knowledge is driven into their brothers' little shaven heads.

Let us go into the school. We are Chinese parents, suppose, and have a young Celestial, Ayuke by name, whom we propose to put through, as far as the material will go. He is a nice little fellow, this Ayuke of ours, with a beautiful glossy pate, and a tuft of back hair already braidable into a stylish cue. What there is

inside this "shining ball" we have not fully discovered. We take him to the master. We make our bargain for his education. We agree to pay three or four dollars a year, or if it is a teacher who can "command his price," we go as high as a dollar a month. Like the majority of his class, the teacher to whom little Ayuke is consigned, is a scholastic past the prime of life, who has been "plucked" at the provincial examinations, and having failed of his degree and of the official appointment he aspired to, has subsided into a pedagogue. The disappointment has not improved his temper, but neither does it invalidate his qualifications to teach. He knows the four classics by heart, and has voice enough and muscle enough to beat them into the memories of his pupils. The school-room is a rude place, generally a loft over a shop, sometimes a bamboo shed cheaply thrown together for the purpose, rarely a decent room with comfortable appointments.

*Quae cum ita sint*, we commit little Ayuke to the course of nature and the master's bamboo. Being (according to the supposition) Chinese parents with a dash of Western ideas, we are supposed to retain a friendly interest in the boy's progress, after he is fairly launched in the ancient curriculum. Accordingly, we visit the school sometimes to see how he is getting on ; which "we," however, does not include the better half of us, for being a woman, she, of course, never went to school and could not tell the first letter of the trimetrical from little Ayuke's last sketch of our Shanghai rooster. It is only WE, the husband and father, that has been educated, and, therefore, it is only WE, *pluralis majestatis*, that can look after our son and heir, while he is going through the mill.

The first day's lesson is the first three or four lines of the aforesaid Trimetrical classic. The master calls the class before him and begins with the musical quatrain,—

Jin chi tsu,  
sing pun shen ;  
Sing siang kin,  
sih siang yuen : \*

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\* Men at their birth, are by nature radically good ; In this all approximate, but in practice widely diverge.

whereupon the whole class chant it in concert after him. This is repeated and re-repeated, until every boy has the right sound of each character, when they are dismissed to their seats to study it by themselves : which they do aloud.

Then another set of boys go through the same process with the Hundred Family Name, or the Thousand Character Classic, or whatever other text-book may have been reached in the course. And when a boy has his lesson by heart, he is summoned to the teacher's desk, gives up his book, turns round back to him, and recites the whole, word for word. And so little Ayuke has got to *back through* his whole education. Let it be understood that this process is only the memorizing of the letters, getting the sound and form into the memory, by sheer dogged force of repetition and bamboo. It has nothing to do with the meaning of these characters. That is another process. The pupil is not expected to attach any sense to *Jin chi tsu, sing pun shen*. He is simply to daguerrotype the form of each character upon the eye, and din its sound into his ear, until it can never be lost ; a process much like teaching an American child the sound *cow*, without informing him whether it means cow, or hippopotamus, or the temple of Jupiter.

Little Ayuke goes to school early, so his mother and I have to be up betimes. To be sure, we Chinese put together easily, and it takes little time ; for though we are a very cleanly people, our toilet is simple, and is not encumbered with such preternatural enrobings and adornments as the Western *fankwei* submit to, poor slaves ! However, we are up with the lark,— in fact, half a day before, if the lark lives in England ; and our little shaver (we cannot comprehend why Western barbarians should call their offspring little *shavers*, when they do not shave at all, themselves or anybody else) gets to school at sunrise. There he studies, or something, till ten o'clock, and then home to breakfast, where his mother has ready for him a bowl or two of rice, with a few boiled shrimps or the like of that ; and the little glutton has a keen appetite for them too. Then in the course of an hour or so he is back at his lessons, and keeps it up till five P. M., when the master lets him off for the day. We do not in our country waste time in vacations, and have no more holidays than are absolutely

necessary to keep on the weather side of the gods,—some ten or a dozen. So little Ayuke is in for the year; and, when that is up, I shall make a new bargain with the master as soon as convenient, and he will begin again.

This course will go on for some three years, more or less. By that time he will have gone through the required text-books, and committed to memory some two or three thousand characters. Then he will go back, and begin at *jin chi tsu* again, and go over the same course, to learn the meanings of the characters he has committed. This will take him two or three years more. And this will complete his Primary-school education.

But you must understand that our Ayuke is no common drudge, and we mean to make him one of the *literati*. Who can tell but that his genius may yet surpass the fame of Lin, who outmanœuvred the English diplomatists thirty years ago; nay, why may he not come up to the labors and glories of the divine Shun, or of Yu the Great, who four thousand years ago drained the floods of the empire, and reduced the chaos to order?

And here is what he will have to do. We shall put him through all the best schools of the province, and, if necessary, have him coached for years by a private tutor, until he is pronounced ready for examination. Once a year the government examination is held in the shire town of the district, and some two thousand candidates present themselves for trial. In due time our Ayuke will be among them. He will be shut up by himself in a solitary cell for a day and night, and will compose a poem and one or two essays on topics assigned by the chancellor. When the two thousand packets are examined, some twenty will be accepted and their authors passed. If he is one, he will receive the title of *siu-ts ai*, or budding genius, and we shall give a great feast in honor of so glorious a distinction conferred on our house. Then, after a further course of hard study, he will present himself as a competitor for the second degree at the triennial examination. Once in three years all the budding geniuses come up from each district to the capital city of the province, and are examined by special envoys sent down from Pekin. There will be some ten thousand of them, and only a hundred will be promoted. They will be examined three times, three days each time. It

Ayuke passes this terrible ordeal, he will be a *chü-jin*, or promoted scholar, and will be entitled to wear a gilded button on his cap and put up flag-staffs before his door. Tens of thousands of learned Chinamen never get beyond this ; but Ayuke will not stop here. He is not fully a mandarin yet. In due time he will go up to Pekin with all the other promoted scholars from all the provinces, to try for the third degree. If he wins, he will be one of the two or three hundred picked men of all the learned and wise of the whole empire, and will wear the honorable title of *tsin-shi*, ready for office. That will make him a mandarin. He may have an office at once if he wishes. But more likely he will just try for the coveted distinction of membership in the Imperial Academy. He will gain it by proving himself to be one of the first twenty out of the whole two or three hundred. This will make him a literary grandee indeed, and will put him in the highest rank, among the few choice first scholars of the empire. For this he will be examined by the Emperor himself, in the palace.

There is but one higher distinction in the Central Flowery Kingdom to which any mortal can aspire. Once in three years, out of this highest selected circle, the emperor chooses one man, as the finest of all, the laureate, the *chuang-yuen* or model scholar of the empire, who by that last examination attains the highest possible summit of earthly felicity. No western dukedom or princedom, which comes by the paltry accident of birth and blood, can for a moment compare with this sublime elevation to which one climbs by the patient toil and study of a life-time, and for which he must outstrip one by one no less than two millions of competitors who started with him in the race.

This is what we dream for our little Ayuke. This is what he will begin to dream for himself before he is out of his teens. To be sure, he is hardly yet on the bottom round of the infinite ladder, and is still belaboring his glossy little pate with the first lesson, *jin chi tsu, sing pun shen*, but he has at least threescore years of *climb* in him ; and by dint of midnight study and hard bamboozing, he shall land on the topmost round, a ruby-buttoned mandarin of the first chop, or die in the attempt.

JOHN S. SEWALL.

Bowdoin College, Feb. 13, 1873.

**TEACHING A FINE ART.**

THERE are many ways of looking upon one's work in life, whether that work be teaching, or anything else. To some it is mere drudgery for daily bread, to be got through with as quickly as possible, giving the least amount of life and thought to it that will pass with one's employers, and secure the desired pecuniary reward ; or, as Caleb Garth so well says in *Middlemarch*, "always looking over the edge of your work to the play beyond." Such persons have no pleasure in their work, and even recreation is soured by the thought of the daily drudgery to which they are bound. They may keep the mechanical routine of work going on, but they never add any new value to it, and they never get either refreshment or culture out of it. There are unfortunately many teachers of this class.

To a higher grade, work is a trade valuable for the result it brings,—not only in pecuniary profit to the workman, but in the production of good results to others. The honest workman of this stamp takes a pride in his work, is anxious that it should be faithfully done, and considers his character and reputation involved in it. The teacher of this character follows out methods carefully, is conscientious in the fulfilment of her duties, does not slight the slow or backward scholars in her classes, and secures the required results by bringing her pupils through a given amount of labor in a certain time. She has a satisfaction in her work, and finds tangible evidence of fidelity in the steady progress of her school. She is content, however, to follow in the beaten paths, and to do as well this year as she did last, content if her pupils fulfil the required round of studies, and order is well kept in her school-room. There are many such teachers doing honest and good work, and helping to carry on the great cause of education by thus holding on to the drill and methods which have been established as of general advantage.

But there are others who are not content without a higher intellectual aim in their work, to whom it is a profession, to which talent and thought must be clearly given. Such workers count as precious every opportunity for higher training, every new opening for light on their work or activity in it. Results are not

estimated by quantity, but by quality, and a new discovery which will revolutionize old methods is more prized than the sure results to be obtained by following steadily in the old paths. Such teachers work in their schools with enthusiasm, and find a keen intellectual and personal joy in the success of a new plan, in better methods of illustration and explanation, or in new forms of discipline. Pupils are raw material for interesting experiment, as the patient is to the professional doctor, or the suit in equity to the lawyer. They bring an amount of quickness and activity to their work which vitalizes it all through, and makes every day's lessons something new and interesting. To such a teacher the Latin Grammar is always a new thing, since there is always a possibility of finding in it new relations, of illustrating it by new examples, and teaching it by new methods. It is to this class that we owe the elevation of education to a science, in which precedent and routine must not be accepted blindly, but the true laws of development be investigated and obeyed.

But it seems to me there is even one step higher than this; that there are those who always look upon their work as an art, to whom it has not merely a pecuniary or a mechanical value, nor even one solely intellectual, but who give their whole souls to it, and find in it a means of expressing the inward meaning and beauty of their lives. To such men the medium in which they work becomes plastic to their thought, and serves them to gain new heights of thought and love. The artist always puts a certain power in his work above and beyond himself. In his highest achievements he does not know whether he is conscious or unconscious; like a physical organization in perfect health, all keeps such perfect accord that the method of action is not perceived. Now, the teacher may eminently feel this about his art, for in the pupils before him he does not see dead matter to be moulded by his hand, but a living soul to be evolved out of its encasements into new and fresh life. Michael Angelo's wonderful sonnet,—

Non ha l' ottimo artista alcun concetto,—  
Ch' un marmo solo in sé non circonscriva  
Col suo soverchio, e solo a quello arriva,  
La man che obbedisce all' intelletto,—

hints at this great principle of art,—the statue is within the block of marble,\* and is rather developed than made. So the teacher who is an artist in her work will never feel that she is to shape her pupils into a fashion of her own, but that she is reverently to seek out the key-note of their natures, and draw forth the music in harmony with it. Coleridge says that "ideal art is the happy balancing of the generic with the individual," so that the form or face always suggests to you a fine general type, and yet always has characteristic expression of its own. The teacher who recognizes her work as an art will never be satisfied with producing a uniform set of pupils as like each other as peas in a pod; she will feel her work to be successful only when each one has been trained to full and free exercise of his special power. Our word "vulgarity" comes from the Latin *vulgo*, whose meaning is given "to impart to all without distinction"; and nothing is essentially vulgar but that which is unfit, which is used for all or by all, without discrimination of its meaning or adaption. The slang word, which is an offence in the mouth of the collegian, who applies it to everything, from his grandmother to his bootjack, is very likely a picturesque old word which becomes poetic when Emerson uses it to convey some humorous or rustic thought which the language of the schools does not express. Universal principles lie at the basis of all art as of all life; the teacher must understand these, or her efforts will be desultory and fragmentary; but nice adjustment to special cases is equally important, and in this consists all fineness and beauty of art.

The teacher who thus works seems to fulfil in her labor the old fable of Galatea, for the result of her art is not cold marble, but a living, breathing, loving woman, to become again herself, mother and creatress of life and beauty. To the teacher thus working, her work is her life and her joy; each new class is not an occasion for return to the old drudgery, but a fresh opportunity for new hope, new life, new expression. She finds trials and difficulties, as the artist does, in every path; but she can never have a certainty of failure, for the seed which she has planted,

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\* The best artist has no thought which a block of marble does not enclose within itself, but only the hand which obeys the intellect can bring it forth.

which seems to lie lifeless and unfruitful, may germinate and grow, and blossom into beauty after many years.

When we remember to how many wretched children in our land, especially in our large cities, the public school is the one point where they come into relation with a higher good, with a finer culture, and a loftier ideal, it seems to us as if the position and influence of a teacher were of incalculable importance. In the ragged Irish boy before her may be the sculptor who is hereafter to give expression to our fervent gratitude to our buried soldiers; in each child is certainly a great power for good or for evil; on her most likely, more than on any other human being, depends the direction which that power will take. If her religion includes faith in Human Nature and its Divine Possibilities, she will not shrink from the task before her, but have faith that with "hand obedient to her highest thought" she can bring out by her loving art the beautiful being which is *encased* within these dull, unseemly forms.

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#### *VISIT TO A SWISS SCHOOL.*

WE Yankees are in the habit of saying that the Pilgrim Fathers "planted the school beside the church," with the pleasant feeling that they had a kind of patent on the process; but John Calvin anticipated them when he inaugurated the Reformation in Geneva. It was an educational as well as a religious reform, and ever since then Geneva has been the nursery of the tutors and governesses of Europe. These Geneva schools are under the control of one of the Conseil d'Etat, who appoints the teachers, attends the examinations, etc., and from his hand must come every permission to visit a school; for these old-fashioned Swiss children are diffident. Frequent visits are found to interfere with their progress, and therefore no one is allowed to visit a school without a special permit.

A short time ago, armed with a formidable document of this kind, headed "Canton de Genéve," and signed Le Conseiller d'Etat chargé du Departement de l'Instruction Publique," two

Yankee women presented themselves at the Ecole Secondaire et Supérieure de Jeunes Filles, that is, at the girls' High school, where there are at present six hundred and seventy-three incipient governesses between the ages of nine and twenty. The building is of gray stone, and severely plain within and without. It boasts of nothing agreeable to the senses except the continual plashing of a fountain in the lower hall. The wide halls and solid stone staircases are not so well adapted to the slaughter of the innocents by fire or panic as some we have seen nearer home, but they are fearfully ugly, and would make no show at all beside ours at the Vienna exhibition! The school is composed of six divisions, which are designated by numbers, No. 1 being the highest. The course of study includes the French language (spelling, grammar, composition, and literature), arithmetic, geography, reading, vocal music, drawing, history, physics, natural history, book-keeping, sewing, and religion,—French, singing, drawing, and arithmetic having decidedly the lion's share of attention. German and English are taught, and are generally learned, but are not obligatory. In physics there are only a few lessons on heat, electricity, and meteorology, and a few on chemistry as applicable to domestic economy; natural history has about the same amount of attention. The omissions in this course of study, as well as the fact that arithmetic, drawing, music, book-keeping, and natural science are all taught by men are suggestive; so also are the things which we do not see in similar documents at home—sewing and religion. Sewing is taught in all its branches, from darning stockings (which is a fine art here), to the most delicate embroidery. The Swiss evidently do not favor the "emancipation of woman."

Religion! Yes, religion. Once a week every pupil of this and every Geneva school—Romanist, Jew, and Protestant alike—receives religious instruction from some prominent minister of the church to which he belongs. And this instruction, while it prevents any child from growing up in heathen ignorance of any religion, certainly has not the "narrowing influence" which the opponents of religious instruction might suppose, for not Boston itself is a more prolific hot-bed of isms than this same little Geneva.

But we are a long time on the way to Section 4, where we heard a history lesson. On the way up-stairs the Professor apologized for his pupils, saying that the lesson for the day was on the political institutions of Sparta, which were not very interesting to *girls*, with an emphasis on "girls" not at all pleasing to a Yankee woman's ear. We entered a large rectangular room,—the sixty pupils of the class all rising as we entered, and remaining on their feet till we were seated, though manners are not mentioned in the course of instruction. Certainly the path of learning is not a flowery one for those sixty. The back of the room serves as their dressing-room; the unpainted and much worn desks are crowded as closely as possible, the seats are rough benches, barely wide enough for their occupants, and to all appearance extremely uncomfortable; the floor is unpainted, and the dingy walls are adorned by a single blackboard and four maps,—the two hemispheres, Europe, and Switzerland. The air of the room (if such a "congregation of pestilent vapors" can be called air) was simply awful; one need but cross the threshold to suspect, what careful observation convinced me was true, that there is not the slightest attempt at ventilation. I could not help thinking that the lack of interest in the history lesson might be quite as much owing to impure air as to the institutions of Lycurgus. The average age of the pupils was about twelve years, there was not a single pretty face among the sixty, and nearly all looked sickly. But there was no occasion for the master's apology; those valiant little Swiss girls triumphed over the combined forces of Lycurgus and carbonic acid gas; there was no lack of interest in the lesson. The first part of the hour was devoted to recitation, the master asking questions, and calling for individual answers; but the most interesting exercise was the preparation for the next day which followed. All opened their books while the Professor read aloud, stopping continually to ask the meaning of difficult words and expressions, or the why for such and such institutions and circumstances, or to compare the government of Sparta with their own. Full half the hour was devoted to this beautiful exercise, and she must have been a very dull scholar who did not understand and enjoy it.

From this division, we went to No. 2, where there were about

thirty girls of fifteen or sixteen years. It was recess when we entered the room, the windows were open, and the thirty girls were flying about and chattering as only school-girls can. Unlike the other class, these girls almost without exception looked healthy, and many were pretty, having the rich complexions and dark eyes which are the chief charms of Swiss women. Presently the hour for recitation arrived; and without any bell, but with many sh-sh's from the teacher, order was gradually restored,—very gradually, for these girls were full of life to the ends of their fingers, and the teacher had yet to learn that system is the *sine qua non*, the end and aim of school. But the current once turned, all this animation was given to the lesson. It was not a quiet class, the sh-sh's were frequently repeated, but it was a wide-awake and thoughtful one. There was not one listless or inattentive pupil. The lesson was in Commercial Geography, and wines and spirituous liquors was the subject for the day. The appearance and qualities of the principal varieties of wine were described, and the vineyards from which they are produced named and pointed out on the map. (There were three maps and a blackboard in this room.) Then whiskey, brandy, etc., were treated in the same way. In spite of the lack of "advanced ideas," this exercise was as perfect as any it ever was my good fortune to hear. Again the last half of the hour was devoted to the lesson for the next day. This time the mistress read it from her manuscript, and the pupils copied it carefully with ink.

From No. 2, we went to the gymnasium, where the youngest class were developing their muscle. This was another large dingy room entirely unventilated, with an earth floor covered with tan bark. The little ones were dressed in gymnasium costume, and looked like a troop of little monkeys gambolling on their native heath. There was no music, and seemed to be no regard to grace of motion, but the children took much the same kind of exercise under the master's direction that they would have had in romping by themselves.

In the gymnasium noon surprised us. We were glad to escape from that prison-like atmosphere, and came away meditating on many things.

The results of this and similar teaching, as I have seen them

in Geneva, are noticeable. Genevese women of the middle class are sensible, energetic, and accomplished. They know how to darn stockings, almost all speak three languages (a knowledge of five or six is not rare), are good musicians, and converse agreeably on a great variety of topics. It is true they "do not see the use of" algebra or geometry, and generally imagine that a knowledge of science would destroy the poetry of nature, but their perfect command and agreeable use of what they have learned is admirable. Their education is narrow but much more thorough than ours.

It is plainly to be seen, that a visit to a Swiss school is calculated to swell with satisfaction the mind of an "American citizen." Indeed, all foreign institutions are so well calculated to inflate that highly expansive organ, that they seem to have been foreordained and set in motion by a kind Providence for that special purpose. A traveller from that happy land which we are fond of telling Europeans is "a great country, sir!" is immediately struck with the dulness of the Swiss mind. Over three hundred years has this school system been in operation, and it has never yet dawned upon any Swiss patriot that it might be made a vast machine for the benefit of publishers. No one has invented a beautifully expansive "series," by which arithmetic, grammar, and geography may be made to "drag their slow length along" through an entire school course. But aside from this remarkable but excusable obtuseness to self-interest, what lack of mechanical ingenuity! While young Boston and Chicago, and many other American towns, can point with pride to a system of machinery as perfect as that of a paper-mill, where the raw material of vastly different kinds is all put through exactly the same processes, and is finally turned out in immaculate sheets, exactly alike, all very thin, all nicely ruled in straight lines, but otherwise blank, these dull Swiss have hardly anything that deserves to be called a system. They have no two schools exactly alike, and the dominant idea in all seems to be, not to make model brain-mills of the schools, but to make model men and women of the children.

The more one studies this mournful lack of "progressiveness" in Swiss schools, the more one is struck with their results, or

with the results which they certainly have no mean share in producing. The average Swiss seem well adapted to the world into which the school launches them. They are successful in whatever they undertake, whether agriculture, watch-making, banking, or a religious contest; and Helvetia points with pride to a long roll-call of illustrious men who have been successful in science. They are *honest*. In some way, to some more "progressive" people,—alas! unknown,—they are taught to think *being* better than *seeming*, *morality* better than *money*; and though they are an acquisitive people, fond of financial pursuits, their business annals boast no synonyms for Fisk, Gould, Erie, Tammany, or Credit Mobilier. They are a patriotic people; their national life has been one long struggle for national liberty; and though their business energy takes them to every quarter of the globe, they always love to call themselves Swiss, and almost always go home to enjoy the fortune which they have won in foreign lands.

Of course we Yankees have nothing to learn from foreign school systems. Are we not intending to instruct and edify all Europe, assembled at the Vienna exhibition, by a model school-house, with patent doors, patent ventilators, patent desks, patent slates, and patent everything else up to the teacher? But, from an antiquarian point of view, these Swiss schools are really interesting to us; and as fixed points from which we can reckon our "remarkable progress," they really become a pleasing tribute to the American Eagle,—as such this Yankee woman has ventured to give this short account of one of them to the readers of "*The Teacher.*"

L. N. H.

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#### *THE END OF EDUCATION.*

"I CALL therefore a complete and generous education, that which fits a man to perform justly, skilfully, and magnanimously all the offices, both public and private, of peace and war.

"But here the main skill and groundwork will be to temper them such lectures and explanations upon every opportunity, as may lead and draw them in willing obedience, inflamed with a study of learning and the admiration of virtue, stirred up with

high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages, that they may despise and scorn all their childish and ill-taught qualities, to delight in manly and liberal exercises ; which he who hath the art and proper eloquence to catch them with, what with mild and effectual persuasion, and what with the intimation of some fear if need be, but chiefly by his own example, might in a short space gain them to an incredible diligence and courage ; infusing into their young breasts such an ingenuous and noble ardor as would not fail to make many of them renowned and matchless men."

So wrote the noblest of the men of the English Commonwealth, the one most learned, and most truly influenced by that which he deemed the end of learning. What a magnificent nation that would be, whose schools should train their pupils to perform justly, skilfully, and magnanimously all the offices of peace and of war. And for this end are public schools established,—this is the warrant for expending public moneys upon them. It is for the interest of each citizen of the Commonwealth, that every person in the state be so trained, that he shall be influenced by the noblest motives to do the best work that it lies in him to do, whether for the public or for his own private good. In a republic especially no man stands alone, no man is free from governmental responsibility. And, for the most part, the man works on in the direction which his early training has given him. If that has appealed to the best impulses of the man, they will influence him and shape his deeds ever after. Pre-eminently, then, is this a subject for the thoughtful consideration of the public school-teachers of a republic. They are daily shaping the future of the country. The courses of study, the purposes to be attained in the judgment of the teacher, the plans he forms to accomplish those purposes, the methods of working which the children are taught, the objects for which they are led to work, the motives by which they are allured or compelled to do the daily work, all shape the characters of the coming men and women, the future citizens.

That a man should be able to perform *skilfully* all the things which he is able to do, requires much training in methods of working ; that he may do such things *justly* and *magnanimously*, requires a perception of the end as well as the means ; and this perception of the end will soon make the means flexible in his

hands, so that, if there be a wiser way than that which he has been taught, he will reach after and find it. A training which should regard the first exclusively, would make a person stupid and unthinking, easily duped, and it would also tend to keep him on the lowest round of the ladder of civilization. That which regards the second alone, will render him a generous and thoughtful but an unpractical man.

It should be the aim of the teacher to combine these two, that the halves may supplement each other, and form the whole rounded man. Could this be accomplished in our public schools, what a glorious future would open in long perspective for our country! If in each method of school-working the underlying principle were brought to light, and the child could see the unchanging truth under the shifting method, could find the firm foundation on which his mind might rest, he would inevitably be led to distinguish form from substance in each subject taught, and to look for the substance ever afterwards. It would be the beginning of a habit, the first step in a life-long series. The boy would grow up into a man incapable of being deceived by a form of words, of being the easy dupe of superficial schemers. The habit of looking for the principle, the truth beneath the outward seeming, would prevent him from mistaking falsehood for honesty, and he would, at least, call things by their right names.

I think it may be said of the New-England school of the past, that, whatever great and unpardonable defects of method, or of courses of study, the modern progressive teacher may charge it with, it did do something towards training living, thoughtful men and women. I earnestly desire that we should be able to keep that still as the most prominent characteristic of our schools. There was very little of system in those schools. For the older boys and girls, the course was optional,—a feature of late transplanted to some of our colleges, with good effect, it is said. The change from the old school to the system of to-day has been gradual. First, came grades of schools in the towns, with courses of study for the different grades. Then followed examinations for advance from lower to higher schools; then comparisons of the schools of different towns; and so attention has been gradually concentrated upon the methods of teaching, upon the courses of study,—the things most obvious, and therefore the

easiest to compare. And there is great danger that these which are the means only, will be permitted to usurp the place of the ends.

Another influence, too, has been felt in the shaping of these courses, and in the deciding of the ends of study. The common schools have always been influenced, as to their work, by what was taught in the higher schools and colleges, and the changes in these higher schools have affected the lower ones. The college of fifty years ago had a carefully prepared curriculum, intended to develop mental power, and was expected to send into the world, from year to year, a class of men who should be fit by their training, and the comprehensive power gained by it, to direct and mould the communities in which they dwelt. In New England especially, the one thing coveted, the most desirable possession for the sons of a family, was, not money, not a lucrative business, not any of the things most valued to-day, but a college education. But the new enterprises of an enlarging country, the development of its resources, the opening of speedy means of communication through its vast extent, have all been so many means of practical education ; there has been such a call for workers that the time for training has been curtailed. Shorter processes of education have been demanded, a speedier entrance upon life than could come through the long fitting for college, and the four years' course there and the subsequent professional training. Technical schools have sprung up, optional college courses and scientific classes have been arranged, to meet the demand for a hastier preparation for practical living.

In the shaping of the courses of study for the common schools, the same looking towards the work of life, the giving of instruction that will fit one for employment, are more and more the subjects of consideration: the child must be taught to be a bread-winner ; the instruction given must make him skilful in the arts of life. Courses of study or modes of teaching which lead the pupil to ask not only *how* to do anything, but also what the thing is to be done, and whether it is worth the doing, are falling into disrepute. Is there danger that the artisan shall be exalted at the expense of the man? Is there not a middle ground? May not the courses of study and the methods of teaching be such, that both means and end shall be obtained? If it could not be, if the training to think, to look for the reasons of things, to

search for truth as well as dexterity, were incompatible with the acquisition of working skill, with the fitting one to meet the demands of daily life, then it must be that the highest and noblest powers of the mass of mankind are to rust unused; then any form of government which is to rest on the intelligence and wisdom of the whole community is impossible.

Since far the larger portion of the pupils in our public schools, the vast majority of our boys and girls, will have only such education for their work of life as the primary and grammar schools will furnish, is this not a question which comes home to all the teachers of the Commonwealth? Is it not the question which the teachers of Massachusetts need most to consider? What are the ends for which we should work? With what kind of results may we rest satisfied? Is the school to make children quick accountants, rapid workers only, and accountants, workers by rule, along lines marked out by other minds? Or is it possible to lead the child along inductively, to feel out, to think out, his own ways of doing things? May he be made a self-moving power, intellectually as well as morally, directing his power along pathways worked out by himself? May he be so wisely trained that this higher, nobler life may be attained, and the lower also secured? Not that this is as easy a thing to do as the half of it, but it is a surer one. Any education which does but one of these two things is only a half education. This is felt in those schools which aim especially at technical education, and the need is sometimes met by courses in literature, and other subjects apart from and outside the regular courses of study. But the need is not to be met so in our common schools. The twofold purpose of education, the development of the living power itself, and then the training for use in daily life must be accomplished, not by parallel courses of study, but by working in every branch pursued, for both purposes, the means and the end. The what for, and the how, must be kept in view all the time, in every subject taught.

A. E. J.

**PRIMARY-SCHOOL TEACHING.**

It has been said in derogation of the "Teacher," that, while it has numerous articles on High-school topics, but few are published relating to Primary-school instruction. If this be true, it must be the fault of the Primary-school teachers in neglecting to contribute to its pages, for none probably are better qualified than they to write understandingly upon these matters.

It has also been alleged that there is a dearth of "practical papers."

The writer of this contribution has therefore ventured to attempt in it to meet both objections.

One of the earliest matters in Primary-school work is the teaching of the alphabet, a work probably as barren of interest to both teacher and scholars as can well be imagined, and one over which much of the spent time is doubtless wasted.

The following is suggested as a method by which the time required to learn it may be shortened and the work made more interesting.

To begin, then: abandon at once the idea that it is at all important to have the letters learned in their order. Why should they be? Once learned, does the child or the teacher ever make any especial use of the fact that A is the first and S the twentieth in the alphabet, except by and by, in dictionaries and alphabetical lists? Certainly not.

Teach first, then, a few of the most commonly used letters, with which words familiar to the little folks may be made. Printers tell us that "e" is the most used, and "a" nearly as much. Let us first give them these. When they are mastered, add another, as "m," which with "a" will make "ma" and "mama," and with "e" will make "me." Now add "n" perhaps, making "man" and "men." "P" may now be added, giving "pan, papa, map, and pen." Five letters have now been learned and eight words, and no small advantage will be gained from the fact that the *use* of letters—a great mystery, no doubt, to their little minds—has been immediately illustrated. Quite likely they will be eager to learn more letters so that they may make other words, and in this way, by gradual and pleasant steps, not only the whole alphabet will have been acquired, but considerable progress will

have been made in the reading of easy words and short sentences, which is often, if not usually, deferred until twenty-six letters have been fully committed,—a task more difficult, doubtless, to a *child* (think of it), than it would be to *us* to master either of the alphabets with which the closing pages of "Webster's Unabridged" are illustrated.

Enough has now been said, probably, to give an idea of the method proposed. Successful teaching, by this or any other, will require study and thought on the part of the teacher. The letters and words mentioned above may not be the best that could be chosen; and, at the most, they indicate only the beginning of a work which the teacher herself must develop, elaborate, and put into practice. But if she is earnest in her labors, if she desires to be in the truest sense "a good teacher," she will find in this very preparation of the work for her little charge, and in the satisfaction which will come from seeing them enjoying it, a reward for herself which a mere mechanical humdrum teaching, without preparation, never gives. For even *Primary*-school teaching needs forethought and preparation to make it most pleasant and profitable to the scholars, and these, moreover, make it much less irksome to the teacher.

A few words upon the manner of teaching the separate letters may not be out of place. A good way is to put upon the black-board (a grand essential in a school-room) the letter to be learned. Let several of the class repeat its name (or sound, if preferred). Now cover a space on the board as large as a handkerchief, perhaps, with letters put on promiscuously, including an abundant sprinkling of the one in question, which retains its place also at the top of the board. This done, let any one who can step to the board, and draw a line through one of them, telling its name at the same time. Now another scholar and another, till the letters like the original one have all been marked. Repeat the exercise. Let a few try to make the letter on the board; do this constantly with each new letter, including those learned before. The children will enjoy it and will retain them well in their minds. Or have a box of cards each bearing a letter, and let them pick out of the box the letters placed on the board. After the exercise, let them cover one side of their slates with the letters and little words just taught. Thus the alphabet, reading, and print-

ing will go on together, each lesson be interesting, and progress rapid. Figures and numbers have been taught very successfully in a way similar. The ten figures were written in a row at the top of the board, and there kept day after day. The scholars able to count to ten, had only to do so to learn or recall the name of any figure. Each day a considerable space on the blackboard was covered with figures helter-skelter as fast as the teacher could make them, while the children looked smiling on. They were then allowed to come up and mark the "4's" till all were marked, then the "7's," and so on till the whole were crossed. If they forgot the figure, they had only to look up to the top of the board and refresh their memories. When the figures were learned, numbers of two places were taught, then those of three, and so on, till in a few weeks, without any conscious study, but through what was only "fun" to them, most of the class could read and write numbers of six figures. It was found best to avoid at first numbers with zeros, especially such as 100, 700, 1,000, etc. These being ignored for a time, the liability to such error as writing 10029 for 129; 4,000,347 for 4,347, was found to be very much reduced. And when, at length, 496, 9,472, and similar numbers could be promptly and correctly written, the use of ciphers as substitutes for significant figures was taught, first by giving out the same number successively changed in one place, as 9,072; 9,402; 9,470 then the same changed in two places, etc., and following this by practice in writing other similar numbers from dictation. This method, as has before been said, was very successful, and it was also highly interesting to the little folks with whom it was adopted.

Fellow-teachers, if now this paper answers in any degree the demand for "practical articles," and for those relating to Primary schools, its object will have been accomplished; and I hope that others of you, drawing from your observation and experience in schools of various grades, will also give us the benefit in future numbers of our magazine.

B.

**RESIDENT EDITOR'S DEPARTMENT.**

OUR February number contained a brief article from a successful teacher of much experience, under the caption of "Queries and Notes," to which the writer, who handed his article to us, had not attached his signature, and we, inadvertently, failed to do it. The article, as its title indicates, was rather suggestive than exhaustive, and we, perhaps interpreting those suggestions in the light of what we knew to be his practice, failed to see that they inculcated anything dangerous. We have received, however, a communication which we herewith insert, from a teacher of nearly the same experience, in which the writer expresses the opinion that the advice "about dates" is calculated to do much harm. We agree perfectly with this writer, in his estimate of the value of chronology in the study of history; and we doubt if the author of "Queries and Notes" would differ from us. We supposed when we read his article that he had in mind those teachers that make history, as taught in some schools, little else than a chronological table. We have, ourself, been in a school where the pupils were reciting the "chronological recapitulation" in Anderson's Grammar-school History of the United States. Upon asking the teacher whether she could remember them all, she told us frankly that she could not, adding that she had no faculty for remembeing dates. We suppose it was to guard against something of this kind that our correspondent aimed.

We agree, too, with our second correspondent about the "bones of the turkey." They are undoubtedly a great convenience, at least, to the living bird, though we are thankful that we are not called on to masticate and digest them. But we think the illustration a good one. We would have a chronological skeleton on which to hang historical events, but we would urge teachers not to make too much of the bony part. Our own experience in studying and teaching history leads us to the belief that a *few* of the most important dates, thoroughly fixed in the mind by frequent repetition, is the best groundwork for chronology; and that minor events grouped around these dates, in such a manner as to show their logical sequence, will be most easily retained and made available in this way. The same principle, we think, will apply to the facts of geography. We remember being told by a gentleman whose knowledge of geography was very extensive and accurate, that if he knew more of geography than most people, it was because he had not tried to remember so much. He had fixed a few important points definitely in his mind, and clustered all others, as they came up, around them.

With this brief statement of our own views, and thanking our correspondent for his strictures, we allow him to speak for himself. We hope this article may be as useful as the preceding, in stirring up somebody to a further discussion of methods in teaching history.

**DATES.**

*To the Editor of the "Teacher."*

In the February number of the "Teacher" you ask "what about dates?" and then proceed to answer the question in a manner which seems to me calculated to do much harm.

I have no desire to enter into a controversy on the subject, nor present myself as the champion of any particular *hobby*; but my convictions, which are the result of twenty years' observation in the school-room, are directly opposed to your views; and, with your permission, I will state my reasons.

The whole tone of your short paragraph seems to me calculated to encourage the too prevalent tendency to seek a mere smattering of knowledge, which, either for business purposes, scientific investigation, exact reasoning or the speculations of philosophy, is utterly worthless.

You say of dates, "Let them mostly repose in the safe repositories of encyclopaedias"; and "there should be no special effort made to remember what your library will keep so nicely"; and again, "the most important (dates) will crawl into the mind of their own accord."

This would be a very popular programme with lazy pupils, and you would probably find none of that class in the Commonwealth who would not endorse it.

It applies equally well to all knowledge.

Why not store your library with standard works on history, geography, philosophy, etc., and fold your arms with the consoling reflection that encyclopaedias are safer repositories of knowledge than your children's brains?

There can be no escape from the conclusion, if "no special effort should be made to remember what your library will keep so nicely."

But it seems to me that chronology bears the same relation to history that maps bear to geography.

We teach pupils that history is a record of events arranged in chronological order; and if we teach wisely, we attempt to show them that each event is the logical, or *psychological*, sequence of others. "History is philosophy teaching by example." Events succeed each other as effect succeeds cause. Now, can a knowledge of past events be anything more than a mere jumble, without a chronological arrangement?

I am, by no means, an advocate of making the teaching of history to consist entirely of memorizing dates. I regard that as only a part of the work. We do not eat the bones of the turkey, but there can be no doubt that the turkey finds the bones very convenient for support and locomotion.

It seems to me that both chronology and geography are essential in teaching history.

A pupil must learn *when* and *where* an event took place in order either to retain it or derive any use from its knowledge.

You say you once knew a man who had a genius for remembering dates, but his mind was as dry of all attractive knowledge as a Sahara without an oasis.

Well, what of it? Does that argue anything?

I once knew a very pious man who tried to shoot a squirrel without any lock on his gun, but I never supposed that that argued anything against guns with locks on them, or against good men's shooting squirrels.

D. B. H.

Boston, Feb. 24, 1873.

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### SCHOOL JOURNALISM.

THERE is no department of periodical literature which has increased more rapidly than this. In fact, it may be said to be the growth of the last quarter of a century, and, in looking over our exchanges, we do not hesitate to say that we are proud of it. We say this, notwithstanding one of our religious journals has recently spoken of it as "pitiable." And why? Because, forsooth, "the same subjects are under discussion now" as "last year, or the fifth, tenth, or twentieth year before." Well, sure enough, why do not the teachers' journals grapple with these subjects and settle them at once, as our religious journals have settled the questions concerning the trinity, infant baptism, future punishment, etc., and then, "leaving the things that are behind, press forward" towards a higher mark? Whatever the short-comings of school journalism, and doubtless they are many, we have the satisfaction of knowing that they are due rather to the immaturity of youth than to the dotage of age. Can all the professions say as much of their periodical literature?

Of the journals now before us, taking them as they happen to lie on our table,—and we have them from almost every New-England, Middle, and Western State, and some from Southern States,—there is not one that does not contain articles of interest upon subjects that had not been broached twenty years ago, and many of them not half that time. Had the discussions and suggestions contained in them been available when we began teaching, we might have been spared many a blunder, and profited not only by our own experience, but by that of many who were more competent to draw lessons of wisdom from their experience.

With such an array of school journals at command, while we would not advise our Massachusetts teachers to take others in preference to our own, we would advise all our young teachers, and those who propose to teach, to take some of them, in addition to it. It seems hardly worth while to advise our older teachers to do it, for if they are not already alive to the necessity of availing themselves of the best thoughts of educationists throughout our own country, at least, they must be, in Falstaffian phrase, "past praying for."

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### ANNUAL MEETING, 1873.

NOTHING daunted by their recent snowy experience, the directors of our Teachers' Association have voted to make another trial of Christmas week and Worcester as the time and place for our Annual Meeting. The Monday, Tuesday, and Wednesday following Christmas are the days selected, and the

exercises will be conducted in general session except during one half-day when the association will be divided into Primary, Grammar, and High School sections, each occupying a separate hall and attending to separate exercises as at the recent meetings at Boston. The President, Secretaries, and Treasurer have been constituted an Executive Committee to prepare the programme and arrange the various details of the meeting, and in order that the exercises may be of the highest interest and benefit, they earnestly invite teachers school committees, superintendents, and all interested, to suggest to them questions for discussion or topics to be considered at the meeting, addressing their communications to the President,—Albert G. Boyden, Bridgewater.

With reference to the time, it may be remarked that it is found that Christmas-week is already quite generally a vacation-time in the large places in the State, and that the custom of closing the schools at that season is becoming more general; and it was the opinion of the directors that, if possible, the meeting should occur when the schools are not in session.

ALFRED BUNKER.

**TEACHING SCIENCE TO CHILDREN—PRANG'S NATURAL HISTORY SERIES, EDITED BY PROF. N. A. CALKINS.**

**MR. EDITOR:**

It is the wish of the writer to call the attention of teachers, and of all interested in the education of children, to the admirable Natural History Series, prepared under the supervision of Superintendent N. A. Calkins, of New York City, and published by L. Prang & Co., of Boston. At the recent meeting of the State and City Superintendents of schools, held in Worcester, this series received the cordial approval and recommendation of those present, and it has received a similar endorsement by all the leading educators of the country who have given it an examination. The writer had intended to present his views of the importance of the subjects of study embraced in this series, and to show how this series meets the long-felt want of our schools; but after reading the following article in a recent number of the "New York Times," he prefers to send it to you, rather than anything which he might write, with the request that you will reproduce it in your Journal for the benefit of your readers.

P.

ONE of the greatest practical difficulties of teachers is to keep pace with the now scientific drift of the age in the instruction of children. Every intelligent person now recognizes that the teaching of children should, so far as possible, begin with natural science; that is, that the child should be taught to observe nature, and to classify its observations. The first unconscious movement of the young mind is to note everything without, and especially to watch the habits and appearance of animals, the colors and actions of birds, the favorite place and the beauty of particular flowers, the habits of insects, and all the obvious phenomena of the natural world. Children in cities, of course, lose this most healthful education, and, unless artificially trained, grow up unused to this sympathy with, and observation of, nature. The residents of towns, who themselves were brought up in the country, can alone appreciate how great a loss it is in early memories, and in healthful mental habits, to spend childhood and youth in a large city. But even with the young who are

growing up in the country, the great object of the modern system of education is to train these native habits of observation, to lead the pupils to observe every peculiarity of the animal or the flower, and then to put these characteristics in a class, and so finally to reach one great end of science,—the classification of phenomena. As soon as the scholar begins to group objects, a new world is open to him. The "kingdoms of life" are no longer an inextricable labyrinth of individual objects, but they shape themselves into orderly and systematic realms, where each member is united by common resemblances to the other, and classes and long links of relationship are discovered and fixed in the young mind. When the habit and training of classification are once imparted and fastened, all observation becomes scientific. The child puts the bird or the flower, or the forest animal, or the insect in its proper place in the great realms of life, or seeks to join it with others by peculiarities which it notes. In this mental process, the memory is cultivated, and not by arbitrary and uninteresting methods, but in a healthful, natural way. The reasoning faculty is trained, for the pupil must constantly ask, "Why is this animal or flower placed in this class?" or, "What is the meaning of this peculiarity or habit?" or, "How shall I place this new appearance, and classify it?" The scientific logical power is under continual exercise, and in a simple, pleasant manner.

Step by step, from particulars the pupil goes to generals, and begins to approach the higher ranges of reasoning. The mind asks itself what is the bond connecting these vast links of resemblances, and why nature is so orderly and delights thus in such complete classes and graded kingdoms? And finally, as it matures, it approaches the grand problems of the day: "The cause of order," "the link in variety and species," the thread of the labyrinth of the natural world, and "origin of force." But these are the higher results of the training.

Modern science holds that each child is better trained from infancy in its methods than under the old system of arbitrary memorizing and unthinking recitation and exclusive linguistic instruction. It believes that the natural world, its appearances, processes, and modes of action, are a more invigorating study, a more exact training, and a greater stimulus to the mind, than any memorizing of a language, or repetition of historical facts and dates, or exercise in grammar or prosody. The difficulty, however, in schools is to find the methods and books ready to hand which shall enable the teacher to teach science properly, that is, to lead the pupil's mind on, to train it to act itself. For science can be taught as mechanically as ever Latin or English grammar was.

We rejoice that a very ingenious method of teaching habits of observation, and of presenting classification in nature, has just been presented in this city to the Board of Education by one of our best authorities on improved methods of teaching,—Prof. N. A. Calkins, one of the Assistant Superintendents of our schools, and author of an excellent treatise on the "Object Method," or Pestalozzian system. Mr. Calkins' work, or "Natural History Series," as it is called, has been adopted by our public schools, and should now be taken

up by every private school in city or country. The series consists of a collection of cards, each set representing an order in natural history, colored in a very beautiful manner by Mr. Prang. Take, for instance, "The Waders." A striking and familiar instance of the birds of this class is given in a large card of a bird, admirably drawn by a careful artist, and beautifully colored in chromo. With this are a dozen small colored cards, representing the various classes of waders. Then a circular in this package of cards contains questions which the teacher is to put to the children to obtain from them the differences and resemblances in this family of birds, and then the differences from other families. A similar arrangement is made of plants; they are divided by their methods of growth, or their leaves, or some other natural feature, and each scholar must find out for himself the resemblances and differences. The chromo pictures of flowers and leaves are surprisingly good. In fact, it is remarkable that Mr. Prang has been able to present such beautiful work at so moderate a cost. These colored cards contain a gallery of nature, and the dullest teacher or the most ignorant parent can teach natural science with no appreciable difficulty. The analysis of each order, and the questions which should lead the child to observe, are simply and clearly given in the printed circulars accompanying each package. It is obvious that this series can be extended without limit, and very refined scientific instruction can be given in this simple "object method," even on difficult topics.

We quote from the "Plan of Instruction" the following excellent remarks by Prof. Calkins :—

"Those who live in cities have but few opportunities for observing a sufficient number and variety of animals or of plants, to enable them to make the necessary comparisons, to learn how to group them into families or classes. Even those who reside in the country fail to notice one half of the peculiarities of the animals and plants which they see every day, that they would observe had they been properly trained before they were ten years of age. What proportion of the inhabitants of any town know whether the most common animals that chew their cuds have front teeth on their upper jaws? How many people have observed whether these same cud-chewing animals get up on their fore feet or their hind feet first? How many can tell whether those animals which hunt others, and feed on their flesh, possess ears that differ in shape, and in the position on the head, from those that feed upon vegetable substances? How many children know why rats, mice, and squirrels are able to crack nuts easily; and why cats, dogs, and sheep cannot eat them? How many know that our most delicious fruits and berries belong to the same family as that beautiful flower—the Rose? How many know that the onion, the garlic, and asparagus are family relatives of the beautiful lily of the valley? Do persons living in the country, even, usually notice whether the vines of hops, beans, and other twining plants wind around their supports in the same way, or even whether the vines of the same kind of plant always wind in the same direction? Children may be trained to notice all these things, and hundreds of other interesting facts, and thus acquire habits of careful observation, which will become invaluable to them in after years. All

this can be accomplished without interfering, in the least, with their progress in any of the important studies now pursued in school. Indeed, the habits of self-acquisition in knowledge, which this training to observe nature will give, would materially aid their progress in other subjects. But beyond and better than all else, children become ennobled in their tastes and manners by studying nature. The careful observation of the beautiful forms, structures, and colors of plants and flowers will exert a refining influence upon the minds of children. To watch the habits and observe the structure of animals will cause children to love them more, and treat them with greater kindness.

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### *MIDDLESEX COUNTY TEACHERS' ASSOCIATION.*

THE Twentieth Annual Meeting of the Middlesex County Teachers' Association will be held at the Town Hall, Malden, April 3d and 4th, 1873.

*President.* — G. A. Southworth, Malden.

*Vice-Presidents.* — James C. Parsons, Waltham ; R. H. Fletcher, Cambridge ; G. E. Allen, Newton ; Miss C. C. Turner, Arlington ; Miss Susan P. Banks, Waltham.

*Executive Committee.* — Wm. A. Wilde, Malden ; Miss Emma F. Monroe, Cambridge ; Joshua A. Davis, Somerville ; Miss Sarah E. Foster, Newton ; Caleb Murdock, Charlestown.

*Secretary and Treasurer.* — John S. Hayes, Newton.

#### *ORDER OF EXERCISES.*

The Association will organize on Friday, at 10 A. M., for preliminary business.

At 10.30. A paper, "Relations of Common Schools to Practical Life." Levi C. Wade, of Newton.

At 11. Class Exercise in Music. Henry G. Carey, of Malden.

At 11.20. Discussion, — "Ought scholars to be detained after school-hours for study?" G. T. Litchfield and W. E. Eaton, of Charlestown.

At 12.30. Collation.

#### *AFTERNOON SESSION.*

At 2. Paper. "Daily Preparation of Teachers for their work." A. G. Boyden, Prin. of Bridgewater Normal school.

At 2.30. Class Exercise in Numbers. Francis Cogswell, of Cambridge.

At 3. Paper. "The Efficiency with which the German Government carries into execution its System of Education."

I. School buildings, furniture, apparatus, and text-books.

II. The Teacher's profession, character, preparation, and social position.

III. Character and quality of instruction given, and manner of imparting it.

IV. Examinations, how conducted. N. T. Allen, of Newton.

At 4. Questions answered.

NOTE.—During the sessions of the Association, questions pertaining to methods of instruction and discipline, or to any other matter upon which light is needed, will be collected and answered at this time. Each teacher is requested to bring one.

#### EVENING SESSION.

At 7.30. Short Address on Living Educational Issues. Thos. Emerson, Supt. Newton schools; B. F. Tweed, Supt. Charlestown schools; H. F. Harrington, Supt. New Bedford schools; Joseph White, Secy. of State Board of Education, and other prominent educators.

At 8.30. Class Exercise in Calisthenics. Pupils of Malden High School.

#### SATURDAY SESSION.

At 9. Election of Officers and other business.

At 9.30. Class exercise in Chemistry, Experimental. A. P. Gage, of Charlestown High school.

At 10.30. Paper. "Culture of the Imagination." W. G. Sperry, of Beverly High school.

At 11. Paper. "The Use and Abuse of Philosophical Instruments in our public schools." N. B. Chamberlain, of Newton.

If opportunity offers, the following topic will be discussed:—"The Proper Use of Text-Books in the School Rooms."

N. B.—Heretofore it has been the custom—"more honored in the breach than the observance"—to neglect the Saturday session. As a subject in which all progressive teachers are interested—that of the Study of the Natural Sciences in Grammar schools—is to be made prominent, it is hoped that every teacher will be present.

#### NOTICE.

All friends of education are invited to attend the Convention and participate in its exercises.

The names of members of the Convention will be registered, and the number in attendance from each town in the county will be published in the reports.

The usual hospitalities will be extended to members of the Convention.

Free return tickets will be furnished on the Boston and Lowell, Boston and Maine, and Fitchburg Railroads, on application to the Secretary.

Trains leave Boston for Malden on B. & M. R. R., at 7, 7.45, 9.15, 10.15, 11.30 A. M. 12.35, 1.30, 2.30, 3.30, 4.30, 5.10, 5.35, 6, 6.20, 6.50, 7.30, 9.30, 11.15 P. M.

*Return*,—6.23, 7.20, 7.40, 8.07, 9.12, 10.44 A. M. 12.23, 1.50, 2.40, 3.43, 4.22, 4.35, 5.36, 6.48, 7.02, 8.50, 10.35 P. M.

Trains leave Boston for Malden on Saugus Branch R. R. from Eastern Depot at 6.45, 8.20, 9.15, 10.10 A. M. 1, 3.30, 4.50, 5.50, 6.25, 6.30, 7.10, 9.40 P. M.

*Return*,—6.18, 6.23, 7.28, 8.27, 9.36, 10.53 A. M. 12.34, 2.39, 5.14, 6.34, 9.09 P. M.

**ESSEX COUNTY TEACHERS' ASSOCIATION.**

THE Fortieth Annual Meeting will be held in Normal Hall, Salem, on Friday and Saturday, April 4 and 5, 1873.

The exercises will be as follows : —

*Friday A. M.* 9 1-2 o'clock, Business meeting ; 10 o'clock, Health, O. B. Merrill, Newburyport ; 11 o'clock, Corollaries, Park S. Warren, Methuen.

*Friday P. M.* 2 o'clock, Astronomy, Wm. G. Goldsmith, Andover ; 3 o'clock, Ought the study of Latin to be required in our High Schools ? John W. Perkins, Salem.

*Friday Evening*, 7 1-2 o'clock, Lecture, Walter Smith, Boston.

*Saturday A. M.* 9 1-2 o'clock. Business meeting ; 10 o'clock, Importance and Scope of an Educational Journal ; 11 o'clock, How should English Literature be Taught ? Edwin L. Sargent, Lynn.

It is hoped all will prepare to take part in the discussion of these papers.

The usual railroad facilities will be extended to those attending the Association.

A. H. THOMPSON, *President.*

JOHN L. STANLEY, *Secretary.*

Newburyport, March 15, 1873.

**MASSACHUSETTS ASSOCIATION OF TEACHERS.**

THE Sixth annual meeting of the Massachusetts Association of Classical and High School Teachers will be held in Boston, in the Hall of the English High School, Bedford Street, on Friday and Saturday, April 11th and 12th, 1873, commencing at 10 A. M.

Subjects for discussion :

1. Single or double sessions in High schools. (10.15 A. M.)
2. The best means of cultivating facility and propriety in the use of English. (11.15.)
3. Are our High School courses of study suited to the needs of Girls ? (2.30 P. M.)
4. Is it expedient to enlarge the range of requirements for admission to College ? (3.45.)
5. Optional studies in High Schools. (Saturday, 9 A. M.)
6. Should German be substituted for Greek as a requirement for admission to College. (10.)
7. Natural History — what to do, and how to do it. (11.30.)
8. The difference between the aims and results of secondary education in Europe and America. (12.30.)

A full attendance is requested. Brief essays on most of the topics will be presented. It is hoped that every teacher will prepare himself to take part in the discussions.

W. C. COLLAR, *President.*

W. F. BRADBURY, *Rec. Secretary.*

## INTELLIGENCE.

## MASSACHUSETTS.

BOSTON.—Died at Jamaica Plain, Feb. 21, Henry C. Bullard, aged 40.

Mr. Bullard was from Milford, Mass., and studied at the Normal school in Bridgewater. He taught school for some years in Manchester, N. H., and then came to the Quincy school in Boston, where he continued to teach till about two years since, when declining health compelled him to desist. A year ago he passed several months in Florida, but returned with but little improvement and has since steadily declined. He was a member of the Shawmut Church in Boston, and an earnest and most efficient worker in church and Sunday school. His trust in God, especially during the last few months, has been firm, and apparently without a shadow of doubt; and death found him not only ready, but longing to go.—*Congregationalist.*

JULIA A. VALENTINE, a teacher in the Quincy school, and daughter of the late Charles E. Valentine, former master, died of typhus fever at the residence of her mother in Grantville, at the age of 21 years. The eldest but one of a large family, she felt called upon, on the death of her father, nearly three years ago, to assume many duties and responsibilities, which she has most faithfully and efficiently discharged. As a teacher, she was anxious to do her whole duty, and her success was marked, and fully appreciated by those who knew her in that capacity. But that home which depended upon her so much—how much, few can know—again calls for, and again receives, the heartfelt sympathy of a large circle of friends and acquaintances.—*Journal.*

THE new Atherton school-house will probably have a four-faced public clock.

MATHER SCHOOL.—There is an elegant new building in process of erection for this school. Cost, \$90,000. Wm. Sayward, contractor.

GIBSON SCHOOL.—Lizzie C. Shove, of Yarmouth Port, has received an appointment in this school. The income of the Gibson fund—about \$1,200—is divided among the schools of the Dorchester district for the purchase of books and apparatus.

THE Fourth Music Reader, published by Ginn Bros., has been adopted by the Boston school board.

TEACHERS CONFIRMED.—Sarah F. Litchfield in the Prescott Grammar school; Florence H. Drew and Abbie M. Nye, Primary teachers in the Prescott school; Emily V. Smith in the Bigelow Primary school; Annie E. Walcott, Louisa Ayer, and Annie B. Carter in the Sherwin district; Margaret E. Schouler in the Franklin Grammar school, and Margaret Crosby in the Franklin Primary school.

BOSTON has sent a large number of articles to the Vienna Fair to represent the city schools. Thirty large cases were required for packing them. They represent the school architecture, fittings, furnishings, apparatus, books, maps, charts, and globes.

THE Hancock school, J. W. Webster, master, gave a most commendable exhibition in elocution at a recent anniversary exercise.

LEWIS SCHOOL.—Mary D. Chamberlain, a graduate of the Bridgewater Normal school, and of late a very successful teacher in Ayer, has been elected assistant in this school. This school was opened Jan. 2, '69, with 375 pupils; there are now 671. Mr. Boardman can certainly congratulate himself upon a

cent of increase that we believe is unequalled.

**EAST BOSTON.—ADAMS SCHOOL.**—Mrs. Ellen James has been appointed teacher in the Primary school, and Miss M. E. Robbins teacher of sewing. Thirty boys are taking lessons in sewing with the girls, and make as rapid progress.

**CHAPMAN SCHOOL.**—Appointments: Misses M. E. Reid, A. D. Prescott, and M. A. Shaw as Primary teachers. Lizzie M. Gregory assistant in the Grammar school, and Annie J. Noble teacher of sewing.

**CAMBRIDGE.**—Miss Helen J. Maiers, assistant in the Webster Grammar school, died last January. The testimony of all associated with her is, "she was an excellent teacher, and a woman of rare qualities."

Harvard Catalogue of '73 & 4 has been published, with a valuable list of questions used in examinations last year.

The city authorities have appropriated for school purposes, \$184,300.

Lottie B. Young is appointed teacher in the Allston school, \$700; Emma J. Hale, in the Webster school, \$700; Nellie I. Crafts, in the same school, \$600.

E. B. Hale has been unanimously re-elected superintendent of schools.

**CHELSEA.**—Williams school: Sarah E. Tufts has resigned to accept the more congenial duties of a home. Helen M. Souther, of Watertown, is appointed her successor.

The ordinance creating the office of superintendent passed the Common Council by a vote of 9 to 7, but was defeated in the Board of Aldermen, by a vote of 7 to 1. There is much feeling upon this question among the officials of the city.

The "Pioneer" is wide awake upon all educational questions. We are indebted to the editor for a complimentary notice of the "Teacher."

**SOMERVILLE.**—Resignations, Miss S. S. Stetson, of the Morse Grammar

school, and Harriet A. Adams, of the Edgerly Primary. The former vacancy was filled by the transfer of Miss P. S. Downes, whose place was filled by Helen W. Chapin; and Louisa M. Wilde was elected assistant in the same school. The Committee have re-elected J. H. Davis, superintendent and secretary.

**LYNN.**—*Teachers Confirmed.* A. S. Austin, Rither M. Alvarey, Florence A. Todd.

**Short Session.** The city is seldom more excited in a quiet way over any action not involving financial questions, than at present, over the question of a short session in the afternoon. A committee appointed to consider the matter reported in favor of the change, basing their report upon the experience of other places, and the testimony of physicians and leading educators. A counter petition of over five hundred voters, men of influence and sound judgment, gave a very different phase to the question, and it was recommitted.

**SALEM.**—Charles R. Brown, for several years principal of the Phillips school, has graduated from the New York Homœopathic college, the past winter, and has now received the appointment of home physician and surgeon of the Massachusetts Homœopathic Hospital.

The office of superintendent of schools has been re-established, greatly to the joy of all interested. Mr. Bennett, of Haverhill, has been appointed teacher of music at a salary of \$1,600.

The appointment of Amos Henfield as truant officer, gives joy to the teachers, but is a terror to bad boys.

Miss Hannah E. Allen has been appointed a teacher in the State Normal school.

**TAUNTON.**—We are grateful to the teachers of this city for a large list of subscribers. Resignations of teachers in February as follows: Jennie F. Dean, School street; Mrs. Ella E. Ryan, East

Taunton; Annie V. Strange, Lothrop school.

**Transfer of teachers.** Hattie P. Mecomber from Plain school to East Taunton. Mrs. Isabel Field from North to Lothrop school.

**Teachers elected.** Anna B. Simmons, Second Primary, School street. Annie H. Presbrey, Plain school.

Under the practical and efficient labors of Superintendent Waterman, the grade of the schools has risen until a just feeling of pride is indulged in by the citizens.

**LAWRENCE.**—Miss Marcia Packard has resigned her position in the High school.—The report of the superintendent, G. E. Hood, Esq., shows the number of pupils in the city to be 4,847. The High school has six teachers, with Mr. A. C. Perkins as principal. There are twenty-three teachers in the Grammar schools, twenty-six teachers in the Primary schools. The Training school, with two teachers and eight assistants, is one of the important features of the school system of the city. Twenty of its graduates are teaching in the city with good success. Total expenditure for school purposes is \$65,690.

Mr. Perkins has so far revised the course of study for the High school as to better enable the pupils to prepare for the business of life. Chemistry has been taught in a much more practical manner the past year than ever before, owing to the introduction of laboratory practice. Drawing, writing, and music have been taught successfully in all the schools. Mr. Perkins's salary has been fixed at \$3,000. John L. Brewster, grammar master, has \$2,400, Herbert S. Rice, assistant in the High school, \$1,200, and most of the other salaries have been liberally increased.

**WORCESTER.**—Mr. Geo. A. Adams, long master of the Orange-street school, is very sick, and P. D. Jones of the Hopkinton High school is substituting for him.—Mary F. Reed, principal of the Sycamore-street school, has resigned to accept a position in the Technical school.

**NEWBURYPORT.**—The Report of the sub-committee, Rev. Dr. S. J. Spalding and Rev. G. G. Johnson, have thoroughly investigated that "ghost story," and proved conclusively that it was the work of mischievous boys, who acknowledge and explain every phase of the mysterious appearances and noises. "Rest, perturbed spirit."

**MEDFORD.**—The school appropriations this year are upwards of \$30,000. D. A. Gleason and Rev. Solon Cobb were re-elected upon the Committee, and J. Gilman Waite fills the unexpired term of J. C. Rand, resigned.—James A. Hervey has been elected superintendent of schools,—a wise and practical selection.—There are nineteen schools with 1,026 scholars in town. The salaries of female teachers have been increased to \$600.

**NORTH BRIDGEWATER.**—The town voted almost unanimously to continue the office of superintendent of schools, at a salary of \$1,200.—Three large new houses have been recently erected and the Grammar-school accommodations are better than in any other town in the county.—The High school, that has required "more room" since the popular principal, Edward Parker, Jr., took charge of it, will soon have to move again, having outgrown the present accommodations.

**MALDEN.**—Mr. Littlefield's resignation in the West school was greatly against the wishes of committee, pupils, and parents. Mr. Griffin, of the Fifth-st. Grammar school, New Bedford, succeeds him.—Miss Rissa L. Hoyt, sister-in-law of W. A. Wilde, took the prize at a recent competitive examination in the art school in London. The test was the drawing of the human figure.—Mr. Bill of Watertown has charge of the singing in the public schools of Malden, in place of Mr. H. G. Carey, who has accepted a similar position in Brookline.—Mr. L. W. Mason, of Boston, recently visited the Maplewood schools, heard the singing,

and said a good foundation was being made in it.

**AMHERST.** — Rev. Frank P. Chapin, superintendent of the Amherst schools, was unexpectedly visited by the teachers, Tuesday evening, February 25, and presented with a very handsomely bound copy of Smith's Bible Dictionary. Mr. Chapin has been very successful in his work, and justly merits the confidence he possesses of the committee and friends of education in Amherst.

By request of Commissioner-General John Eaton, Bureau of Education, Washington, D. C., A. S. Barnes & Co. (publishers, New York) have shipped to the Vienna Exposition of 1873, a full and complete set of their *National Standard School and College Text Books*. They are packed in an elegant oiled walnut book-case, and will so be exhibited as to display American school-books just as they are made for home circulation.

They are to be presented to the Aus-

trian Government at the close of the exposition.

#### GENERAL.

GEO. C. FENN resumes the principalship of the Ware Grammar school, from which he has been absent for some time past, while acting as Assistant U. S. Assessor.—A large number of friends will sympathize with Dr. A. J. Phipps, General Agent of the State Board of Education, in his illness.—The Anniversary exercises of the Provincetown High school in Masonic hall was a success.—J. H. Hunt, of the Clinton High school, has been elected principal of the Gloucester High school, at a salary of \$2,000.—Nellie E. Willcox has resigned her position as teacher in Wakefield.—Joshua E. Crane, Jr., succeeds Mr. Jordan in the Bridgewater Academy.

**OFFICERS OF MASS. TEACHERS' ASSOCIATION FOR 1873.** — Albert G. Boyden, Bridgewater, *Pres.*; Alfred Bunker, Boston Highlands, *Rec. Sec'y*; Wm. F. Bradbury, Cambridge, *Treas.*

## BOOKS.

**GEOGRAPHICAL DRAWING BOOK.** By E. A. & A. C. Apgar. Published by Cowperthwait & Co., Philadelphia.

The study of geography being chiefly that of the form and locality of the features of the earth's surface, the author assumes that "that form is easiest remembered which the hand is taught to trace." We learned that some years ago, when, after teaching several years, we found ourselves unable to print the letter "g" without a copy. We have no doubt of the value of drawing in teaching geography, and it seems to us that the authors of this work have furnished valuable aids in observing forms and dimensions. The "Suggestions to Teachers" are eminently judicious, and the "Directions for Drawing" will help the

pupil in accurate observation. We don't know how this compares with other systems in use in our schools, but it seems to us very simple and practical.

**OUR WORLD, NO. II.** A Second Series of Lessons in Geography. By Mary L. Hall. Boston: Ginn Brothers. 1872.

The first volume of "Our World" is now pretty well and pretty widely known as a remarkably successful attempt to make the study of geography interesting as well as useful to children. The second volume, which is now before us, continues the subject more fully and elaborately, adapting it to the needs of more advanced pupils. We may say at the outset that this book cannot be recom-

mended to those teachers who know no other way of teaching except to require of their pupils *verbatim* recitations of the text. There is the usual number of definitions to be committed to memory, of course, and a judicious selection of map questions which require a similar treatment. But aside from these portions the bulk of the book is made up of exceedingly interesting descriptions—historical, geological, ethnological, and the like, as well as the purely geographical—of the various countries of the world. It is these descriptions that, to our mind, constitute the peculiar charm and superior value of the work. They embrace a wide variety of topics, so selected as to fasten in the mind of the attentive reader the salient points of resemblance and difference among the various parts of the earth's surface as they are successively studied in the maps.

It is this part of the work that we confidently affirm ought not to be required of pupils in the *verbatim* method of recitation. Any intelligent boy or girl of suitable age, if his or her mind be not already stultified and stupefied by false methods of teaching, resulting in faulty habits of study, can thoroughly learn a page of this interesting narrative by two or three times reading it attentively and thoughtfully; whereas, if he attempt to commit to memory the words on the page, it may take him hours to accomplish his task; and, when it is done, the ideas are too often obscured in the endeavor to remember the language.

We are led to these reflections because we have heard the first series of "Our World" objected to by teachers on the ground that it was not easy to get good recitations from it, meaning *memoriter* recitations. They say it is an excellent book to read to children, because it interests them, but they don't like it for a "study book." That, to us, is its best recommendation.

The whole work is copiously illustrated with by far the most beautiful woodcuts that we have yet seen in a school text-book. We should give many a les-

son on these pictures, if we had the privilege of using the book with a class. You may be sure they will be committed to memory without much urging on the part of the teacher.

Two methods of map-drawing are suggested, one very simple, the other less so, as it requires the drawing of parallels and meridians. The former we should prefer for every-day use. Neither of them, however, is so complicated with construction lines as to require a large amount of time to learn the method.

We will barely mention two or three special features of the work, such as the attention paid to explaining the effects of the physical features of countries upon the habits and occupations of the inhabitants; articles on the "Progress of Civilization"; list of "Special Terms" and "Remarkable or Interesting Localities."

It is no disparagement to say, that only the live teacher, one who partakes of the enthusiasm of the author for the subject, can make the most of these lessons in geography. There is much in the text that will demand explanation and enlargement by the teacher. The author shows in every page that she is an enthusiast and not a mere book-maker. Let the teacher imbibe the same spirit, as he can hardly fail to do, and the pupils will find that geography is a most interesting and pleasurable study.

#### SERMONS. BY T. DE WITT TALMAGE. Published by Harper & Brothers.

This is the second series of sermons delivered in the Brooklyn Tabernacle, reported phonographically, and revised by the author.

They are remarkable productions. Unlike the efforts of most popular speakers, they give an idea to the reader of the startling effect they must have produced in the delivery. The author, though a young man, stands in the very front rank of popular orators, whether in the pulpit or as a lecturer.

His descriptive and dramatic power is visible in every sermon. His style is

what is called rhetorical, though he sometimes shows little regard to the rules of rhetoricians; but there is a strong vein of originality running through his sermons, that quickens thought and gives body to them.

**WONDERS OF SCULPTURE, BY LOUIS VIODOT.** Published by Scribner, Armstrong & Co.

This is a work of permanent value to those interested in the origin and development of art, and of special interest at this time when we are beginning to see that art is so closely related even to the industrial interests of a people.

As an exponent of the civilization of different countries at different periods in the world's history, running back some thousands of years prior to the commonly received chronology of the creation, art becomes an ally of history and ethnology, and is made to bear witness in almost all the great controversies of the learned world. This volume, therefore, has claims upon all classes, and appears at a most opportune time. It is of great value as an educator, and will be read with equal interest and profit. The antique schools—Egyptian, Assyrian, Etruscan, Grecian, and Roman—are fully explained, and illustrated with beautiful engravings of the masterpieces of sculpture; while the modern—including the Italian, Spanish, French, German, English, and American schools—contain a notice of and critique on almost all the best specimens in the European galleries and elsewhere.

**THE LAKE REGIONS OF CENTRAL AFRICA.** Compiled and arranged by Bayard Taylor, with Map and numerous Illustrations. Published by Scribner, Armstrong & Co.

This is one of the volumes of the illustrated Library of Travel, Exploration, and Adventure, and, at this time, by no means one of the least interesting. The discoveries of Livingstone in Africa, and Stanley's discovery of Livingstone have thrown an air of uncertainty and romance over

that "undiscovered country," which makes us feel about the same necessity for a guide, that Dante felt in his explorations of a still more tropical region.

And who but Bayard Taylor could give us perfect assurance of safety and reliability? Of all men, he seems fittest for a labor like this.

It is a book that will be read with equal interest and profit by the young and old, and is valuable not only for the information it contains, but for the interest it creates in "books that are books." The true way,—the only way to prevent the young from reading the worse than trashy dime novels, is to interest them in something better, and that is just what such books as this will do. It should be in every school library, as an aid both to teacher and pupil, and in every household. Buy it:

**LA GRAMMAIRE IN ACTION. BULWER'S LADY OF LYONS, WITH AN IDIOMATICAL AND GRAMMATICAL VOCABULARY, FOR TRANSLATION FROM ENGLISH INTO FRENCH.** By Prof. B. Maurice. Published by J. B. Lippincott & Co.

The claim that this book possesses certain features specially useful to students seems to be well substantiated. Time certainly must be saved by the method adopted, for the pupil has at hand some important rules of grammar, especially applicable to the work in question, the forms of irregular verbs occurring in the book, and a vocabulary which embraces definitions and rules for the use of words which present any special difficulty,—thus obviating the necessity of using dictionary and grammar.

The rules of grammar are stated clearly and in a condensed form, which makes them doubly useful, and the distinction between the imperfect, past definite, and past indefinite tenses is well presented. It would perhaps have been wise to make more prominent the fact that the past indefinite almost excludes the past definite from conversation.

In giving the rules for the plural, the

author speaks of "vingt" as having the plural when not followed by another number, whereas it is only when "vingt" is multiplied by a number (as *quatre-vingt*), and not followed by another numeral, that it takes the plural.

Also, in giving a table of the position of words in a sentence, had the author given two or three tables instead of one, and illustrated each, his meaning would have been clearer and the tables much more useful to the learner.

The French letters at the end of the book are an excellent feature, and it seems as though the work might find favor with all who use it,—the points particularly worthy of praise being the combination of the rules of grammar, the notes on special words in the vocabulary, and the forms of irregular verbs *with* the play which is to be translated.

**GALAMA; OR THE BEGGARS.** (*The Founders of the Dutch Republic.*) By J. B. Deliefde Published by Scribner, Armstrong & Co., N. Y.

This thrilling story on a background of veritable history, we have read with great interest. We can hardly look upon it as fiction; many of the names and most of the events are historical. It covers the period from 1567, when Alva treacherously imprisoned Egmont and Howe, who were afterward executed,—to the first considerable success of the "Beggars," in the capture of Brill; and undoubtedly presents us with a more vivid and truthful picture of the times than most of us get in reading the history of the period. If the personal adventures, trials, and sufferings here narrated did not occur to the persons named, we feel sure that they are but illustrative of what may have happened to hundreds, and that they really contain much more of truth than fiction. The characters, too, such as are fictitious, are strongly marked, and the scenes afford evidence of a keen insight into human nature in its most varied and trying experiences. The deeds of daring and "hair-breadth 'scapes" would be almost too painful but for the

reckless humor which always accompanies desperation.

The story bears the same relation to the founding of the Dutch Republic that Dickens' *Tale of Two Cities* does to the French Revolution; and we think this is equally true to the spirit of the times, and not inferior to that in interest.

**LARS. A PASTORAL OF NORWAY.** By Bayard Taylor. Published by J. R. Osgood & Co.

This book contains much to justify the title, and much of which its title, to us at least, gave no intimation. It begins with an exquisite description of primitive country life which seems almost a paradise. But even here the tempter is not excluded. Love begets jealousy, jealousy begets hate, and terminates in a bloody scene, the particulars of which we could have well spared. It was the old story of Palamon and Arcite, still further complicated by the indecision of the fair one, till it was too late; and Lars, an outcast and wanderer, crossed the ocean, moved only by the unrest of a troubled spirit. Here, however, his good angel met him in the guise of a simple quakeress, and after infinite struggles he obtained the rest which only a Christian spirit can give.

Again crossing the ocean, with his quaker wife he made all the amends in his power, and they took under their mutual protection poor Brita, who had been the unfortunate cause of the terrible tragedy. This is the story, full of interest and instruction. Of the poetic spirit and diction of the work, we can, perhaps, give the best idea, by a brief quotation.

"The world goes round; the sun sets in despair,  
The morrow makes it hope. Each little life  
Thinks the great axle of the universe  
Turns on its fate, and finds impertinence  
In joy or grief conflicting with its own.  
Yet fate is woven from unnoted threads;  
Each life is centred in the life of all,  
And from the meanest root some fibre runs,  
Which chance or destiny may intertwine,  
With those that feed a force or guiding thought,  
To rule the world: so goes the world around.

PARTINGTONIAN PATCHWORK. By B. P. Shillaber. Published by Lee & Shepard, Boston.

"There's not a string attuned to mirth,  
But has its chord of melancholy."

So sang Tom Hood, and surely his works show the most striking illustration of the fact.

Is it true that most of our works of pathos and humor are but the secondary chord which answers to the direct vibration? What was Hood's sanitary condition when he wrote the Song of the Shirt and the Bridge of Sighs? We suspect he was then in his best health and spirits; and that when racked with pain he threw off those answering chords of humor which made him half unmindful of the pangs of his throbbing nerves. We were led to this train of thought upon hearing at the same time that our genial friend Shillaber had been sick with the g—— no, rheumatism, and was coming out with a volume of "Partingtonian Patchwork." The question instantly occurred to us, "Is one the complement

of the other?" and we set ourselves to thinking whether this was a common coincidence. If such is the philosophy of these mirth-producing books, certainly the author of "Patchwork" must have had his "harp of a thousand strings" thrummed by a most ungentle hand, when the secondary vibrations gives pain to so many aching sides. Or, perhaps, it may find a solution in the correlation and conservation of forces; and science may yet be able to tell by the aid of a twinge-ometer exactly what amount of fun a rheumatic twinge of a given power may produce. Perhaps, after all, there may be a spice of malignity in the very mirth, and who knows but what they take an unamiable pleasure in splitting the sides of their friends because they feel as if their own were splitting, on the principle that "misery loves company." The theory seems plausible enough, as a theory, but in the present case we are sure it must fail, for the gentle dame is too "full of the milk of human kindness" to leave room for so much as a drop of malignity.